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| Lesson Title: | | |  | | | | | | | | | | |
| **Teacher:** | | Lehr | | **Hour:** | | | **Periods 4 & 6 (can block w/ p. 1 & 5)** | | | | | | |
| **Unit: tudy** | Narrative Writing- NANOWRIMO challenge | | | **Date:** | | | **November 1 - 30** | | | | | | |
| **Target Grade Level: 8th** | | | | |
| **Course:** | | Language Arts/ Reading | |  | |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Literary analysis  Narrative writing |
| **Criteria for Success:** | Students will write complete draft of original manuscript in 30 days and submit for publication. |
| **Progression of Learning:** | This template will show overview of 30 day unit. Separate daily lesson plans are being rewritten in the context of new standards and district curriculum, to be implemented during Lang Arts unit 3. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| S 2- Reading for all Purpose  RWC.8.2.1.a.ii  RWC.8.2.1.i  S 4-Research and Reasoning  RWC.8.4.1.a  RWC.8.4.1.c  S 1- Oral Expression and Listening  RWC-8.1.1.a.ii-iv  S 3- Writing and Composition  RWC.8.3.1.a | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | NETS-S  S 1- Creativity and innovation (a-d)  S 2-Communication and collaboration (a, b)  S 4- Critical thinking, problem solving, and decision making (b,d)  S 6-Technology operations and concepts (a-d) |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Look at csap data for extended response; NWEA scores; samples of writing from teacher prompt |  | Final revised and edited manuscript published by Createspace.com or self-published at school; C/C to this yr’s CSAP and NWEA tests |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students will have different word count goals based on proficiency, teacher recommendation, personal goal setting |  | lit circles  6 trait model  writer’s workshop |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Gmail accounts for each student in order to register on NANOWRIMO  Website and to send story to home/ school; virtual classroom  Createspace.com for publishing |  | Website: nanowrimo.org (general site) and ywp.nanowrimo.org (for students)  Write Source 2000  Mechanically Inclined  Craft Lessons |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Plan sheets and reflection questions; peer evaluation and discussion |  | Set timeline for completion of each stage of process; indiv goals for each stage of process |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Most eighth grade students set a word count goal of 8,000 – 10,000 words.  Advanced and high proficient students are encouraged to set higher word count goals. These students are self-motivated to complete their books with little additional coaching. |  | S-speaker?  O-occasion?  A-audience?  P-purpose?  This is reinforced throughout the year in both reading and lang arts lessons, and is part of our unit intro.  See Big Idea questions/ inquiry questions in ECSD CG / CDE Standards  *How do you write a book?* Was the first question we asked ourselves as we explored this challenge with our students.  *We are going to write a novel in 30 days* is the challenge put to the 8th grade class during the kick-off party. |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| This goal of 8,000 – 10,000 words, in most cases, is attainable for partially proficient students. These students need more direct help in organization and time management, however.  In cases where there is a severe problem in mechanics, word count should be limited, so the project of editing isn’t overwhelming to the student (and the teacher). |  | Six Traits-Ida, Organization, Word Choice, Voice, Sentence Fluency, Conventions.  Writing Process-Plan, Draft, Evaluate, Revise, Edit, Publish.  Writing craft- Figurative language, leads, dialogue, theme, author’s purpose, point of view, plot sequence.  Parts of a novel- title page, dedication, table of contents, body, author biography, book summary. |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Individual contracts and goals were set for special ed consult students w/ diagnosed disabilities.  Frequent conferences, extended time, one-on-one help with story, and use of graphic organizers provided scaffolding for these students.  Illustrated story boarding may be helpful for some. |  | Opportunity to build academic vocabulary as student work on voice and word choice.  Sentence building lessons help students struggling with compound/complex sentence structures and fluency.  Students can also choose to write in first language, or to write a bilingual book. |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | We are going to write a novel in thirty days! All 8th grade kick-off party in the auditorium, complete with snacks, activities and prizes. | 1 day- whole group block w/ AM and PM classes |
| **Introduction** | Through reading, Unit 3 Literary Analysis will serve as model for student writing.  Begin w/ read aloud of anchor text for genre study.  Through language arts, shift in objective as writer’s notebooks become drafting notebook for novel. | Wks 1-2  (plan to start buffer days 11/2/11-11/4/11) |
| **Direct Teaching** | **Reading-** Topics for direct instruction will include:  Establishing guidelines for effective lit circles  Lit analysis of 3 – 4 teacher-selected novels for genre study  Author’s purpose (SOAP)  Plot sequence  Character development  Effective dialogue  Theme  Use of figurative language  **Language Arts-** Topics for direct instruction will include:  Study of six traits  Review of steps in writing process  Craft lessons on writing leads, use of fig. lang., plot development, character, theme  **Technology-** Topics for direct instruction will include:  Word processing and student accounts  email accounts, protocol & use  fair use & copyright | Most craft lessons are 1 period  (11/7/11-12/9/11 |
| **Feedback** | Formative assessment throughout process in reading and lang arts classes  Group discussion  writer’s notebook comments  Forum (virtual classroom, NANOWRIMO’s place to blog w/ students) | On-going |
| **Independent Practice** | Time is built into class daily for independent writing, both in writer’s notebooks and to work specifically on student novels.  Time in lab to review and teach basics of word processing, formatting, setting up gmail accounts, learning to send manuscript back and forth via email, backing up files.  Writer’s notebooks are for drafting, practicing craft lessons, and trying out new ideas. | Submission for publication by spring break |
| **Closure** | Publishing party- celebration of arrival of novels  Peer reading of novels; lit reviews  **Extentions:**  Students begin work on sequel  Students illustrate their books  Students partner up to write novel in fr two pts of view  Students communicate with authors about their noveling experience  Teachers collaborate w/ other teachers through nanowrimo blogs | May, when all have received their books |